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NUTRITION COMMITTEE NEWS

For exchange of information on nutrition education and school lunch activities.

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WASHINGTON, D. C.

HOW ARE FOOD PRACTICES CHANGED?

MAR 17 1952

Reserve

"Changes in food practices are closely related to the extent that the individual needing improved food habits participates in determining *what* changes are to be made, and *how*." A subcommittee of the Interagency Committee on Nutrition Education and School Lunch reached this conclusion after a review of about 100 journal articles reporting studies of the effectiveness of methods used in influencing food habits.

They also found that the individual's readiness to change food practices depends on usual food choices, reasons for current eating patterns, and acceptance of new ideas. The individual to whom health is more important than the pleasure of eating familiar, well-liked food, makes improvements in eating patterns easily.

The articles were selected from those reported within the last decade in Canadian Journal of Public Health, Children's Fund of Michigan reports, Journal of American Dietetic Association, Journal of Home Economics, Milbank Memorial Fund Quarterly, National Research Council Reports, Nutrition Abstracts and Reviews, Nutrition Reviews, Psychological Abstracts, and Rockefeller Research Foundation Reports.

From the 100 articles reviewed, the subcommittee found 10 that included surveys of food practices before and after efforts to promote change, a description of the methods used by the investigators, and a summary of findings. The 10 articles are:

Forces behind food habits and methods of change. K. Lewin. NRC Bul. 108, 35—61. 1943.

Nutrition education in the fourth grade. B. Cline, V. Johnson, and M. W. Lamb. Jour. Home Econ. 40: 77—78. 1948.

Some effects of nutrition education by the public health nurse. Nutr. Rev. 4: 19—21. 1946. Also Milbank Mem. Fund Quart. 21, 1943, and 23, 1945.

A nutrition project to assess the efficacy of classroom teaching. E. M. Esler and E. W. McHenry. Canadian Jour. Pub. Health. 40: 104—108. 1949.

Food habits of adolescents in relation to family, training, and present adjustment. E. F. Hellersberg. Amer. Jour. Orthopsychiatry 16: 34—51. 1946.

Lecture and discussion-decision as methods of influencing food habits. M. Radke and E. K. Caso. Jour. Amer. Dietet. Assoc. 24: 23—31, illus. 1948.

Influence of free mid-morning nourishment on milk consumption of hospital employees. M. Bryan. Jour. Amer. Dietet. Assoc. 23: 701—702, illus. 1947.

Experiments in changing food habits. M. Radke and D. Klisurich. Jour. Amer. Dietet. Assoc. 23: 403—409, illus. 1947.

The dietetic interview as a tool in changing food habits. D. Hall. Jour. Amer. Dietet. Assoc. 22: 999—1000, 1002. 1946.

The problem of supplying milk for the school lunch program. M. E. Ballinger and C. P. Staples. Jour. Amer. Dietet. Assoc. 23: 972, 974, 976. 1947.

Are You Chairman of an Active Nutrition Committee?

We need an up-to-date list of active nutrition committees. The list, when compiled, will be available upon request to nutrition committee chairmen to assist them in communicating with each other. The Interagency Committee on Nutrition Education and School Lunch considers as active a committee that holds at least one meeting a year and has more than one officer.

If you are chairman of an active committee and have not given us information within the past year, please take the initiative and write us: (1) Whether your committee is an independent body or a branch of a health council or other organization; (2) how many meetings you held last year; (3) what are the titles and terms of your officers; and (4) what is the date of your next election.

FOR BETTER TEACHING OF NUTRITION

CHECK YOUR PLANS AND THEIR EFFECT

In the nutrition education workshop at the University of Alabama last summer, Dr. E. Neige Todhunter formulated for her students some principles to keep in mind in teaching nutrition. We are presenting them as a check list which a teacher of nutrition may find helpful in evaluating her work.

Do you know the needs of your group? By observation? By survey?

Do you teach what the group needs to know and can readily do?

Do you know your nutrition facts?

Do you make your lessons simple, clear, and practical?

Do you illustrate your teaching?

Do you prepare your own materials? Centering them on group needs so that they are personal and interesting? Is each piece of material suited to your group and does it serve its purpose?

Do you evaluate the results of your lesson? Has there been action? It is not what your group memorizes about nutrition but what they do that is important.

VARY YOUR PRESENTATION

Techniques and devices which can be used in nutrition teaching at all levels were listed by Dr. Todhunter in her workshop last summer as—

Television	Animal Experiments	Flannelgraphs
Radio	Lecture-discussion	Posters
Movies	Recordings	Photographs
Filmstrips	Role playing	Food models
Slides	Exhibits	Sand table
Demonstration	Diorama	Leaflets
Plays or skits	Graphs or charts	Bulletins
Puppets	Pictograms	Handouts

How some of these have been used are described in various publications listed under New Materials. A few have been selected for special mention in this issue of NCN.

Television and Radio

Television offers many chances to put good ideas on nutrition into people's heads. Often in a food demonstration program, a sound nutrition lesson can be given by implication and is very effective although handled casually.

The visual presentation is the most important part of a TV broadcast. Joseph D. Tonkin, Television Specialist for the Extension Service, lists four steps to a good TV presentation:

1. Prepare in advance. A TV show must be carefully planned beforehand since the performer works without a script, although notes and other aids are used.

2. Organize and work out details. Have everything at hand in order of use. No props can be supplied after the show has gone on the air.

3. Demonstrate the process to the camera as you would to a person seated before you. Arrange your material so that it can easily be seen but take care that neither properties or hands obscure the operation being shown. Do prosaic jobs, such as grating carrots or beating eggs, ahead of time.

4. Keep attention focused on the demonstration. Concentrate on the points you want your audience to see and do not allow extraneous details, for example in dress or jewelry, to distract attention.

In a talk, *The Home Economist and Television*, Emily Davis of the Bureau of Human Nutrition and Home Economics tells how television can be used to teach the homemaker. Mimeographed copies are obtainable from Radio and Television Service, Office of Information, USDA, Washington 25, D. C.

In *radio* programs, a dramatic presentation is superior to an interview between announcer and specialist, the Ohio Nutrition Committee found. The committee prepared six skits in which the principal actors were the mother of a fictitious family and a nutritionist. They discussed such topics as meal planning, food needs of various members of the family, and weight control.

Films

Are you making the best use of films in your nutrition teaching? M. L. Wilson, Director of Extension Service, in an article, *People Believe What They See* (Business Screen 2 (4), 1950), reports that research in methods of extension education has shown that motion pictures can arouse emotions and change attitudes... can give new concepts of things outside the range of experience... are authoritative, teaching people who would not respond to an instructor... have power to draw people who would not attend a lecture... can reach people of less education... give every audience the same message. Besides, motion pictures teach faster and their teachings are remembered longer.

If, before a film is shown, the teacher or leader gives background information and suggests things to look for, the audience will watch the film much more purposefully. Discussion of the film after showing will deepen the impression and clear up any doubtful points or misinterpretations.

To make leaders familiar with available films and able to present them effectively, a labor union in New York City had local leaders preview each film proposed for showing at member meetings. The film's message was discussed and suggestions given as to how to use the film.

Films free from film libraries were obtained by the Phoenix (Ariz.) Nutrition Committee for showing to organized women's groups. At each film showing, a home economist made the introductory remarks and answered questions. A local business firm provided the projector, sound equipment, and operator for the privilege of announcing that it was furnished by the firm.

State film libraries are located in State Extension Service offices, Land-Grant colleges, or State universities. Many public libraries also have films available.

Several bibliographies of nutrition films listed in previous issues of Nutrition Committee News are repeated under New Materials for your convenience.

Animal Feeding Demonstrations

In Maple Shade, N. J., the county home agent and school nurse with the help of several school children used white rats to arouse interest in a community nutrition program. One pair of rats was fed the type A lunch of the National School Lunch Program. The other pair was fed bologna sandwiches, cake, and soda. The animals were weighed once a week at the drug store and were exhibited in various school classrooms. During the last week of the experiment the rats were exhibited in a Main Street store window. The weekly weighing at the community drug store and the weeklong exhibit in a store window served to stimulate the interest of adults as well as to enable the 1,000 school children in the community to see for themselves the effects of a good diet. The two rats that had eaten approved school lunches gained more than the others, were more alert and lively, had sleeker coats and were superior in general appearance.

A 5-day feeding experiment with young chicks is described in the Journal of Home Economics for May, 1951. This short period obviates the need to care for the animals on week ends.

To avoid unhappy reactions, nutritionists suggest not keeping animals on a poor diet beyond the time necessary for children to recognize that food does make a difference. If feasible, show that the nutrition of poorly fed animals can be improved by a change to a good diet.

In using animals to teach nutrition to young children, Miss Illa Podendorf of the University of Chicago suggests a positive approach. If the unit is built around care of the animals, the children become interested in constructing a suitable diet for their pets and learn about food and nutrition while doing it.

USE THE SCHOOL LUNCH

Hawaii has been using school lunches to teach food selection and develop food habits for more than 25 years, Mrs. Helen G. McGill of the Territory of Hawaii Department of Public Instruction writes. The responsibility for the teaching, particularly in the elementary schools, is shared by the cafeteria manager and the classroom teacher.

All students from fifth grade through high school are assigned cafeteria duties. In carrying out these duties, in partaking of lunchroom meals, and through classroom teaching, pupils not only develop good food habits but they learn sanitary practices and principles of hygiene, proper care of food, responsibility for lunchroom upkeep, right attitudes toward a job, and good social relationships.

Home economics classes integrated with school lunch activities help introduce new foods and encourage pupil acceptance, give demonstrations of good table manners, check school lunches to see that they meet nutritional requirements, and make studies of plate waste and its causes. Experience in the lunchroom has motivated some girls to study cafeteria management after high school graduation from the Honolulu Vocational School.

LET THEM TASTE NEW FOODS

Many Minnesota boys and girls who had never eaten sweetpotatoes found they liked this vegetable after they had learned about it in the classroom and tasted it in the school lunch room. In class the children studied the history of sweetpotatoes, where they grow, and their food value. In the lunchroom the children tasted samples of baked sweetpotatoes. They were served baked because children accept new foods more readily when prepared in simple ways.

In some Pennsylvania schools a portable kitchen gave children an opportunity to learn about preparing and cooking common vegetables and to taste them. The kitchen was made from the base of an old cabinet fitted with ball-bearing rollers and equipped with a hot plate. This project was correlated with sanitation, geography, arithmetic, English, and other subjects.

MATERIALS

- UNIVERSITY OF ALABAMA, SCHOOL OF HOME ECONOMICS, UNIVERSITY, ALA.

List of movies and film strips.

Instructions for carrying out animal experiments.

- WASHINGTON STATE COLLEGE, COLLEGE OF HOME ECONOMICS, PULLMAN, WASH.

Animal experiments suitable for classroom work. (for high school and college). 3 experiments.

- MRS. MARGARET P. ZEALAND, DEPARTMENT OF HEALTH, 428 BROAD STREET BANK BLDG., TRENTON 7, N. J.

Nutrition bibliography. Prepared by N. J. Nutr. Council. Mimeog. 1950 Single copies free.

- DEPARTMENT OF WELFARE, 250 CHURCH ST., NEW YORK 13, N. Y.

Here's good eating for the family. Released in cooperation with the Food and Nutr. Div., Health Council of Greater New York. 4 pp., illus. Single copies free. Write for permission to reprint.

- HEALTH COUNCIL OF GREATER NEW YORK, 257 FOURTH AVE., NEW YORK 10, N. Y.

Approved films on food and nutrition. 1950-51 suppl. Prepared by Food and Nutr. Div. 25c.

- INFORMATION SERVICES DIVISION, DEPARTMENT OF NATIONAL HEALTH AND WELFARE, OTTAWA, CANADA.

Canada's health and welfare. Monthly. Single subscriptions free to professional public health workers. Canadian nutrition notes. Monthly. Single copies free to nutrition workers and professional personnel.

- THE NUTRITION FOUNDATION, INC., 405 LEXINGTON AVE., NEW YORK 17, N. Y.

Goals for nutrition education. Elementary and secondary schools. 15c. each; 100 or more copies 10c. each.

A guide for community nutritionists. \$1.00 each.

Teaching aids: Early elementary grades, 10c.; Later elementary grades, 10c.; Junior high school, 10c.; Senior high school, home economics, 10c.; Senior high school, social studies, 10c.; High school biology, 25c.; school lunch, 10.

Film bibliography: Kindergarten through sixth grade, 25c.;

Junior and senior high school, 50c.

Foreign food customs; set of leaflets on Germany, France, Norway, British Isles, and Scandinavian countries. 25c. a set.

Report of workshop in health and nutrition education, July 11—22, 1949. \$1.00 each.

- INTERNATIONAL DOCUMENTS SERVICE, COLUMBIA UNIVERSITY PRESS, 2960 BROADWAY, NEW YORK 27, N. Y. . .

Teaching better nutrition. A study of approaches and techniques. J. A. S. Ritchie. FAO Nutr. Studies 6, 148 pp., illus. 1950. \$1.50.

Nutrition work in Greece. Andromache G. Tsongas. FAO Nutr. Studies No. 7, 67 pp., illus. 1951. 50c.

- DIVISION OF ADULT EDUCATION SERVICE, NATIONAL EDUCATION ASSOCIATION, 1201 16TH ST., N. W., WASHINGTON 6, D. C.

Publications in human relations, adult education, group dynamics. List of publications on applied group dynamics; bulletins and films from the National Training Laboratory in Group Development; and periodicals and publications from the Division of Adult Education Service, and Adult Education Association of the U. S. A. Folder.

- EXTENSION SERVICE, USDA, WASHINGTON 25, D. C.

Educational exhibits; how to prepare and use them. H. W. Gilbertson. U. S. Dept. Agr. Handbook 32; 41 pp., illus. Reprinted 1952.

How to make and use a flannelgraph. G. T. Power. 4 pp., illus. 1950.

- SUPERINTENDENT OF DOCUMENTS, GOVERNMENT PRINTING OFFICE, WASHINGTON 25, D. C.

Extension Service Review. (Many articles on education methods). Monthly. 10 cents a copy or \$1.00 a year domestic and \$1.50 foreign.

Motion pictures of the United States Department of Agriculture. Agr. Handbook 14, 53 pp., illus. 25c.

- OFFICE OF INFORMATION, USDA, WASHINGTON 25, D. C.

Food guide for older folks. Rosalind C. Lifquist, Mary W. Cashin and Emily C. Davis, Bureau of Human Nutrition and Home Economics. U. S. Dept. Agr. Home & Garden Bul. 17, 16 pp., illus.

- BUREAU OF EXHIBITS, AMERICAN MEDICAL ASSOCIATION, 535 NORTH DEARBORN ST., CHICAGO 10, ILL.

Health exhibits. Booklet describing such exhibits as Food fads, facts, and fallacies; You can reduce; and Nutritional deficiencies; with instructions for obtaining exhibits and literature for distribution.